

ASSESSMENT 3 · 40% OF SEMESTER GRADE

TEACHER EDITION

B1 Speaking Mission Exam

Complete two realistic survival-English missions from your course. Your goal is not perfect English. Your goal is to communicate, respond, confirm, and keep the conversation alive. (Complete duas missões realistas do seu curso. Seu objetivo não é o inglês perfeito. Seu objetivo é comunicar, responder, confirmar e manter a conversa viva.)



Your semester in three scenes: meet someone, exchange information, and find your way


What happens: (Como funciona:)

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1. The examiner gives you **two mission cards**. (*O examinador entrega dois cartões de missão.*)
2. You receive about **one minute to prepare** each card. You may write keywords, not a full script. (*Você tem cerca de um minuto para se preparar. Pode anotar palavras-chave, não um texto completo.*)
3. You complete each roleplay and answer follow-up questions. (*Você completa cada situação e responde a perguntas extras.*)
4. The examiner may say one detail quickly or in a confusing way. Use a repair phrase. (*O examinador pode falar um detalhe rápido demais. Use uma frase de socorro.*)
5. Your individual score is out of 100, even when you test with a partner. (*Sua nota é individual, de 0 a 100.*)

Scored area	Points	What it means
Communication	30	Complete the mission and make the main message understandable.
Understands and responds	20	Answer questions and react to new information.
Target language	20	Use useful B1 grammar, vocabulary, and survival phrases.
Pronunciation and clarity	15	Speak clearly enough to be understood.
Repair language	15	Ask for repetition, clarification, confirmation, or slower speech.
Total	100	Performance score


Repair phrases you may use: (Frases de socorro:)

Sorry, can you repeat that? · Can you speak more slowly, please? · What does ____ mean? · Did you say 6 or 7? · Left or right? · So, on Monday at 6:30, right?

CANDIDATE PREPARATION

A Simple Mission Strategy

1–5 Use this order in every situation (*Use esta ordem em toda situação*)

1. **Open:** greet the person and say who you are or what you need. (*Cumprimente e diga quem você é ou o que precisa.*)
2. **Ask or explain:** ask your questions or give your information. (*Pergunte ou dê suas informações.*)
3. **Answer:** respond to the other person's questions with details. (*Responda às perguntas com detalhes.*)
4. **Confirm:** repeat the important numbers, times, or directions back. (*Repita os números, horários ou direções para confirmar.*)
5. **Repair:** if you do not understand, ask for repetition — do not stop. (*Se não entender, peça para repetir — não pare.*)

Preparation Notes Keywords only (*Somente palavras-chave*)

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1. Mission A · my goal:

2. Two details I will say:

3. My question + confirmation:

4. Mission B · my goal:

5. Two details I will say:

6. My question + confirmation:

Candidate notes vary. Examiners should remove full prepared scripts but allow short keywords.

Examiner Setup:

Recommended format: one examiner with one student for 6–8 minutes, or one examiner with a pair for 10–12 minutes. Assign two missions per student. At least one must be a confirmation mission (Card 4, 6, or 7), where the candidate must repeat information back and the notes can be compared. Use a different card order for neighboring candidates. While students wait, they complete a written review task in another room.

Consistency: ask two follow-up questions per mission and introduce one repair opportunity across the exam (say one number, time, or direction quickly or unclearly, once). Do not coach, translate the mission language, or supply the target phrase. Procedural instructions ("sente-se

aqui", "você tem um minuto") may be given in Portuguese at this level — the mission itself happens in English.

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Grading philosophy (from the chapters): listen for message completion first — did the student complete the mission? Then check target language and repair. Do not interrupt errors during the performance. Feedback after the exam can be given in Portuguese.

MISSION CARD 1 · CHAPTER 1

Meet Someone New

A Your role: (Seu papel:)

You are at a community event and you meet a new person. Say your name, your city, and if you work or study. Ask the person at least two questions about their life. *(Você está em um evento e conhece uma pessoa nova. Diga seu nome, sua cidade e se você trabalha ou estuda. Faça pelo menos duas perguntas.)*

Mission Checklist Do not write a full script (Não escreva um texto completo)

- ☐ Greet and say your name and city.
- ☐ Say if you work or study.
- ☐ Ask at least two questions (What...? Where...? Are you...?).
- ☐ Close the conversation politely.

Possible language: Hello! My name is ____ and I'm from ____ . I work in a bakery. What is your name? Where are you from? Are you a student? Nice to meet you!

Examiner Role · New Acquaintance:

Answer naturally with simple facts (name, city, job). Ask: "How old are you?" and "Where are you from?" Mission success (from Chapter 1): the candidate says their name and city, asks at least one question, and finishes the conversation without reading. Listen for am/is/are, WH + to be questions, and one repair phrase if you speak quickly once.

MISSION CARD 2 · CHAPTER 2

Who Does What at Home

B Your role: (*Seu papel:*)

The examiner interviews you about chores. Say two chores you do at home, and say who does two other chores in your family — use he, she, him, her, my, his, her instead of repeating names. (*O examinador entrevista você sobre tarefas domésticas. Diga duas tarefas que você faz e quem faz outras duas tarefas na sua família — use os pronomes.*)

Mission Checklist Pronouns instead of names

- ☐ Say two chores you do.
- ☐ Say who does two other chores.
- ☐ Use pronouns (he/she, him/her) and possessives (my/his/her).
- ☐ Answer the examiner's follow-up questions.

Possible language: I wash the dishes and I make my bed every day. My mother cooks dinner. She does the laundry, and I help her. My brother takes out the rubbish. Do you help at home?

Examiner Role · Interviewer:

Ask: "Who cooks in your house?" and "Do you help at home?" plus one follow-up ("Does your brother wash the dishes?"). Mission success (from Chapter 2): the candidate names their own chores and at least two family members' chores using pronouns instead of repeating names. Listen for he/she vs him/her, possessive adjectives, and the always-include-the-subject rule.

MISSION CARD 3 · CHAPTER 3

A Day in My Life

C Your role: (Seu papel:)

Describe your normal day — morning, afternoon, and evening — using at least four different verbs. Then answer questions about your family's routine. (*Descreva seu dia normal — manhã, tarde e noite — com pelo menos quatro verbos diferentes. Depois responda sobre a rotina da sua família.*)

Mission Checklist A full day, morning to night

- ☐ Describe your morning, afternoon, and evening.
- ☐ Use at least four different verbs.
- ☐ Answer "What time do you...?" questions.
- ☐ Remember the -s when you talk about he or she.

Possible language: I wake up at 6 o'clock and take a shower. I have breakfast and go to work. In the evening I study English and watch TV. My mother wakes up at 5 — she goes to bed early. I take my books and my keys every day.

Examiner Role · Curious Friend:

Ask: "What time do you wake up?" and "What time does your mother/brother wake up?" (the second question forces third-person -s). Mission success (from Chapter 3): the candidate describes a full day, morning to night, and remembers the -s with he/she when reporting. Listen for Simple Present forms, do/does in answers, and plural objects (books, keys).

MISSION CARD 4 · CHAPTER 4

Course Registration Desk

D Your role: (*Seu papel:*)

You want to sign up for a course. The examiner is the receptionist. Give your phone number, your address number, and your date of birth clearly. Ask the price and repeat it back to confirm. (*Você quer se matricular em um curso. Dê seu telefone, o número da sua casa e sua data de nascimento. Pergunte o preço e repita para confirmar.*)

Mission Checklist Numbers that must arrive correctly

- ☐ Give your phone number digit by digit.
- ☐ Give your address number and date of birth.
- ☐ Ask the price: "How much is it?"
- ☐ Repeat the price back to confirm.

Possible language: My phone number is nine, eight, seven... I live at number 245. My birthday is on May 3rd — I was born in 1998. How much is the course? So it's three hundred and fifty reais, right? Can you say the number again, please?

Examiner Role · Receptionist:

Write down the three numbers the candidate gives you — the comparison of notes at the end is the real test (from Chapter 4). Ask: "What is your phone number?", "What is your date of birth?" Then give an invented price between 100 and 999 reais and require confirmation. Repair opportunity: say the price quickly once. Listen for digit-by-digit phone numbers, hundreds with "and" (three hundred and fifty), ordinals in dates, and years.

MISSION CARD 5 · CHAPTER 5

My Week and My Things

E Your role: (*Seu papel:*)

First, answer questions about your week using frequency adverbs (always, usually, sometimes, never...). Then the examiner points at objects on the table and asks "Whose ____ is this?" — answer with mine, yours, his, hers. (*Primeiro, responda sobre sua semana usando advérbios de frequência. Depois o examinador aponta objetos e pergunta de quem são — responda com mine, yours, his, hers.*)

Mission Checklist Habits and belongings

- ☐ Use at least three different frequency adverbs.
- ☐ Put the adverb in the correct position (before the verb, after "be").
- ☐ Answer three "Whose...?" questions with the correct possessive.
- ☐ Say one thing you do on a specific day (On Mondays...).

Possible language: I always wake up early. I usually study at night, and I never work on Sundays. On Mondays I study English. This pen is mine. That notebook is yours. The bag is hers.

Examiner Role · Interviewer with Props:

Prepare three small objects (pen, notebook, bag) and decide aloud who owns each one ("This is my pen", pointing at the candidate's notebook, etc.) before asking "Whose ____ is this?" three times. Ask two "How often do you...?" / "What do you do on Saturdays?" questions. Mission success (from Chapter 5): the candidate uses at least three different frequency adverbs and answers three "Whose...?" questions with the correct possessive. Listen for adverb position and adjective-vs-pronoun choice (my/mine, her/hers).

MISSION CARD 6 · CHAPTER 6

When Does It Start?

F Your role: (Seu papel:)

The examiner is a school secretary. Ask about the days and times of two courses, write the schedule down, and confirm it back at the end ("So, on Monday at 6:30, right?"). (*O examinador é o secretário da escola. Pergunte os dias e horários de dois cursos, anote e confirme no final.*)

Mission Checklist Your notes must match the secretary's schedule

- ☐ Ask about days and times: "When is...?" "What time does it start?"
- ☐ Write the schedule down while you listen.
- ☐ Confirm the schedule back with on + day and at + time.
- ☐ Use a repair question if a time is not clear ("Did you say 6:30 or 7:30?").

Possible language: What time does the English course start? When is the computer class? Is it from 7 to 9? So, on Mondays and Wednesdays at half past six, right? Sorry, did you say 6:30 or 7:30?

Examiner Role · School Secretary:

Invent a timetable for two courses (days + start/finish times) and write it down before starting. Answer with "on" for days, "at" for times, "from... to" for periods. Say one time in a confusing way (6:30/7:30) to create the repair opportunity. Mission success (from Chapter 6): the candidate's written schedule matches your invented timetable exactly — compare notes at the end. Listen for at/in/on accuracy and time expressions (half past, quarter to).

MISSION CARD 7 · CHAPTER 7

Meeting a Friend Downtown

G Your role: (*Seu papel:*)

You are a visitor and you are lost. Ask how to get to a place (the market, the health center...), ask if you need a bus, and repeat the route back. Then describe the friend you are going to meet: height, hair, and clothes. (*Você é um visitante perdido. Pergunte como chegar a um lugar, se precisa de ônibus, e repita a rota. Depois descreva o amigo que vai encontrar: altura, cabelo e roupas.*)

Mission Checklist Navigate and describe

- ☐ Ask for directions: "Excuse me, how do I get to...?"
- ☐ Ask about transport: "Do I need a bus?" "Is it far?"
- ☐ Repeat the route back correctly.
- ☐ Describe your friend with "is" (tall/short) and "has" (hair, eyes) and "is wearing" (clothes).

Possible language: Excuse me, how do I get to the market? Is it far from here? Do I need a bus? So I go straight, turn left at the traffic lights, and it's next to the pharmacy, right? My friend is tall and has long brown hair. She is wearing a red T-shirt. • Left or right?

Examiner Role · Local Resident:

Invent a route with at least three instructions (go straight, turn left/right, cross the street, it's next to / opposite...). Say whether a bus is needed ("Take the number 30 bus") or if it is on foot. Give one instruction quickly to create the repair opportunity ("Left or right?"). Ask one question about the friend's appearance. Mission success (from Chapter 7): the candidate repeats the full route back correctly and gives a description clear enough to recognize the person. Listen for is vs has, "is wearing", by/on foot, and direction phrases.

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EXAMINER SCORE SHEET

Individual Speaking Rubric • 100 Points

Candidate Record Complete one sheet per student

Student:

Mission cards: _____ and _____ Examiner:

Examiner record.

Area	Strong	Developing	Limited	Score
Communication • 30	26–30: completes both missions; main information arrives clearly	19–25: completes most steps; some support needed	0–18: isolated words; mission often incomplete	_____ / 30
Understands/responds • 20	17–20: answers and reacts to follow-ups appropriately	12–16: understands core questions with repetition	0–11: responses are often unrelated or absent	_____ / 20
Target language • 20	17–20: useful B1 forms (to be, Simple Present, pronouns, at/in/on, numbers, directions) support meaning consistently	12–16: some useful target language; errors rarely block meaning	0–11: very limited range or errors frequently block meaning	_____ / 20

Area	Strong	Developing	Limited	TEACHER EDITION
Pronunciation/clarity • 15	13–15: understandable, audible, manageable pauses	9–12: generally understandable with occasional strain	0–8: clarity frequently blocks understanding	_____ / 15
Repair language • 15	13–15: independently asks for repetition, clarification, or confirmation	9–12: uses at least one useful repair with some prompting	0–8: gives up or switches to Portuguese without trying repair language	_____ / 15
Total				_____ / 100

Evidence Notes Write observable examples, not personality judgments

Main mission outcome (notes compared?):

Follow-up response:

Target phrase/form heard:

Repair/confirmation heard:

Examiner evidence.

Student Feedback One strength + one next action (*pode ser em português*)

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You successfully:

Your next practice action:

Individual feedback based on rubric evidence. May be written in Portuguese at this level.

Teacher Operations · Run the Exam Reliably with Volunteers**Before exam day:**

1. Print candidate cards separately from examiner sheets.
2. Brief evaluators with the rubric and score two sample performances together.
3. Prepare a quiet station, timer, card rotation, three small objects for Card 5, and a waiting-room review task.
4. Decide whether candidates test individually or in pairs; never give a shared score.

Standard examiner script: "Hello. You will complete two short missions in English. You may ask me to repeat or speak more slowly. Mistakes are okay; keep communicating. You have one minute to read your first card and write keywords. Ready?" At this level the same script may first be given in Portuguese: "Você vai completar duas missões curtas em inglês. Pode pedir para eu repetir ou falar mais devagar. Errar é normal; continue se comunicando." After the first mission: "Thank you. Now let's move to the second situation." At the end: "Thank you. The exam is complete."

Fairness rules:

- Use the same number of follow-up questions and repair opportunities for all candidates.
- Do not correct language during the performance — message completion is scored before accuracy.
- Do not lower pronunciation scores for accent; score intelligibility.
- Record observable evidence before choosing a band.
- If two evaluators differ by more than 10 points, review the evidence together.

- Offer an accessible alternative format when a documented need makes the standard procedure inappropriate.

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Semester grade: Final grade = (Foundation Test 1 $\times$ 0.30) + (Foundation Test 2 $\times$ 0.30) + (Speaking Mission Exam $\times$ 0.40).